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VOL. LXVII

JANUARY, 1978

No. 1

South Carolina State College

Orangeburg, South Carolina
Bulletin



ANNUAL REPORT NUMBER

For Period May, 1976 to May, 1977

South Carolina State College

**Orangeburg, South Carolina
Bulletin**



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South Carolina State College offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.

1.041 JANUARY, 1978 VOL. LXVII

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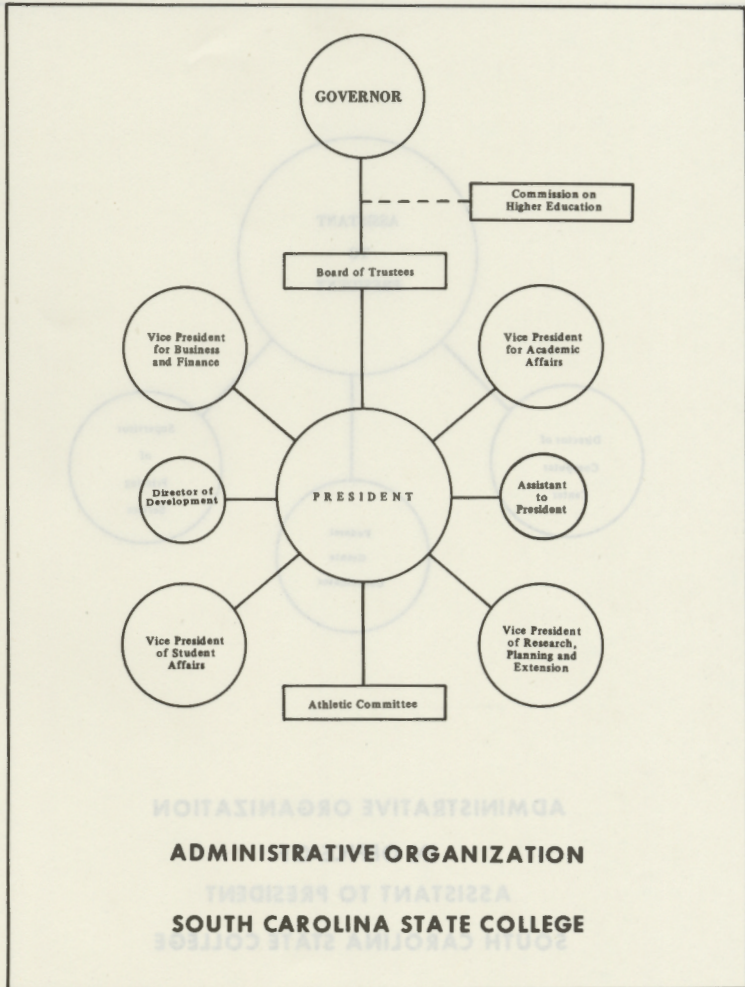
ADMINISTRATORS

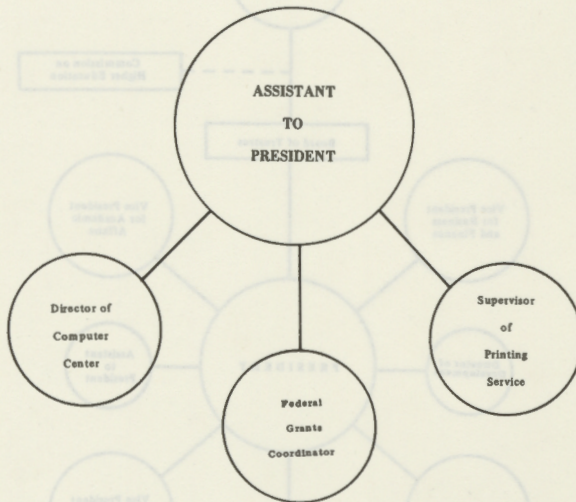
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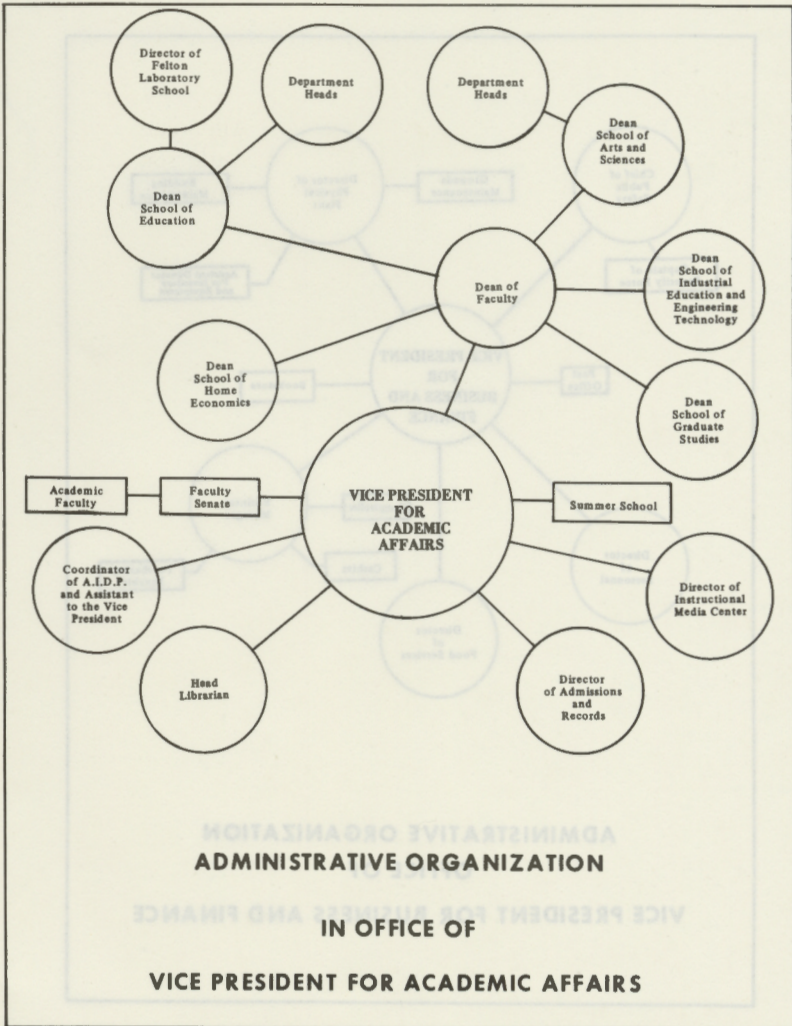
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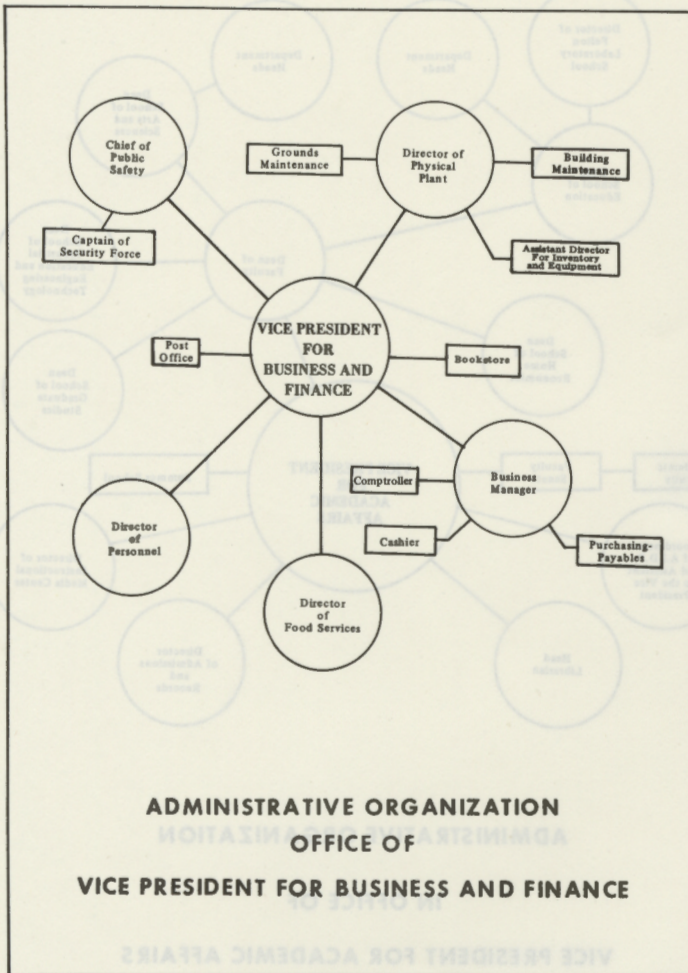


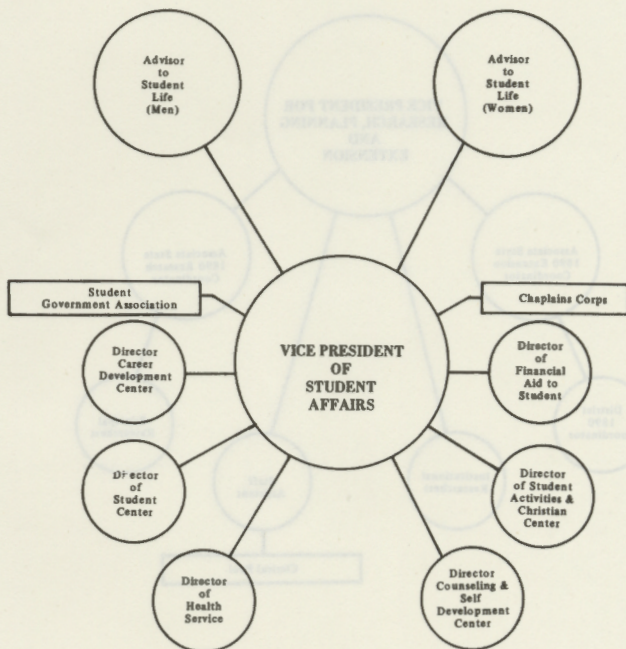


ADMINISTRATIVE ORGANIZATION

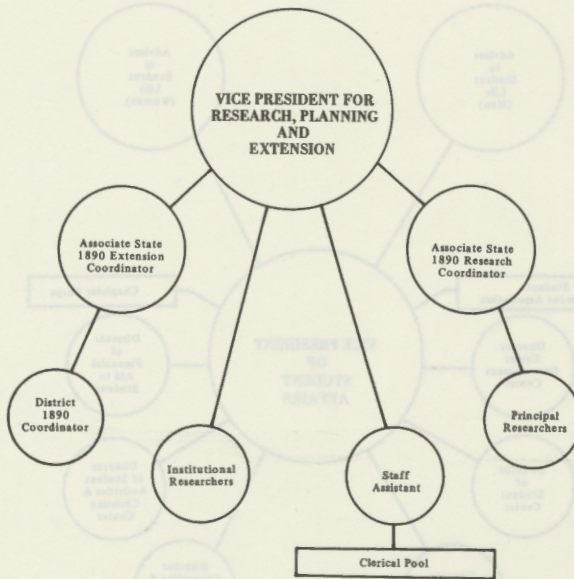
**IN OFFICE OF
ASSISTANT TO PRESIDENT
SOUTH CAROLINA STATE COLLEGE**



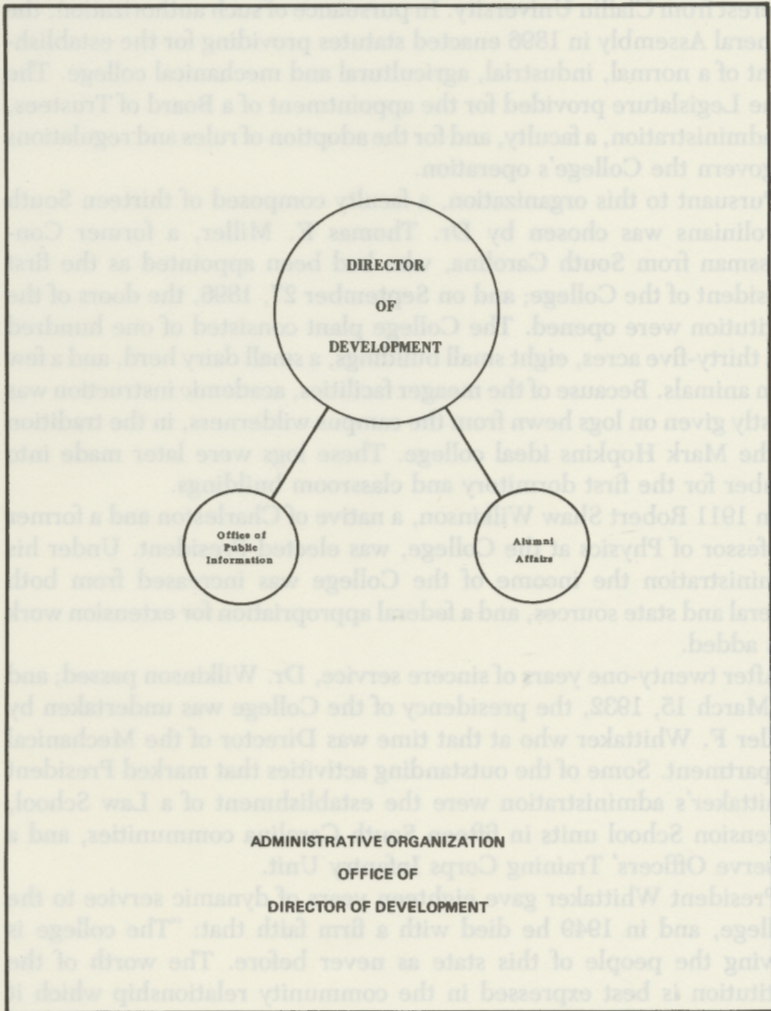




ADMINISTRATIVE ORGANIZATION
IN OFFICE OF
VICE - PRESIDENT OF STUDENT AFFAIRS



ADMINISTRATIVE ORGANIZATION
OFFICE OF
RESEARCH, PLANNING AND EXTENSION



STATUTORY AUTHORITY AND HISTORY OF COLLEGE

The Constitutional Convention of 1895 enacted provisions authorizing the Legislature to create the College by a severance of the state's interest from Claflin University. In pursuance of such authorization, the General Assembly in 1896 enacted statutes providing for the establishment of a normal, industrial, agricultural and mechanical college. The same Legislature provided for the appointment of a Board of Trustees, an administration, a faculty, and for the adoption of rules and regulations to govern the College's operation.

Pursuant to this organization, a faculty composed of thirteen South Carolinians was chosen by Dr. Thomas E. Miller, a former Congressman from South Carolina, who had been appointed as the first President of the College; and on September 27, 1896, the doors of the institution were opened. The College plant consisted of one hundred and thirty-five acres, eight small buildings, a small dairy herd, and a few farm animals. Because of the meager facilities, academic instruction was mostly given on logs hewn from the campus wilderness, in the tradition of the Mark Hopkins ideal college. These logs were later made into lumber for the first dormitory and classroom buildings.

In 1911 Robert Shaw Wilkinson, a native of Charleston and a former Professor of Physics at the College, was elected President. Under his administration the income of the College was increased from both federal and state sources, and a federal appropriation for extension work was added.

After twenty-one years of sincere service, Dr. Wilkinson passed; and on March 15, 1932, the presidency of the College was undertaken by Miller F. Whittaker who at that time was Director of the Mechanical Department. Some of the outstanding activities that marked President Whittaker's administration were the establishment of a Law School, Extension School units in fifteen South Carolina communities, and a Reserve Officers' Training Corps Infantry Unit.

President Whittaker gave eighteen years of dynamic service to the College, and in 1949 he died with a firm faith that: "The college is serving the people of this state as never before. The worth of the institution is best expressed in the community relationship which it maintains and the improvement of rural and civic life which it promotes through its graduates, its faculty, and its extension agencies. The College has exhibited its economic, civic, and social worth to the Commonwealth of South Carolina."

In 1950 Benner C. Turner, Dean of the School of Law, was elected President of the College. He retired in 1967 after seventeen years of service. Under President Turner's administration the College's growth

was tremendous, both in academic activities as well as in physical and human resources. Outstanding changes included the rapid growth of both undergraduate and graduate enrollments; increases in the number of faculty and staff; increases in the number holding doctoral degrees; the reorganization of the administrative and instructional areas of the College; major improvements in the physical plant which included the renovation of buildings and the construction of many new buildings, among which were a new academic building, and dormitories for both men and women, a cafeteria, walkways, drives, roads and attractive landscaping; all of which have added to the comfort and beauty of the campus.

Upon the retirement of Dr. Turner, the Board of Trustees appointed Dr. M. Maceo Nance, Jr., Vice President of Business and Finance, as Acting President of the College to serve until a successor to the former president could be chosen. The appointment became effective June 24, 1967. Dr. Nance was elected President by the Board on June 23, 1968 and was inaugurated November 27, 1968.

ADMINISTRATION

I am quite pleased to present this year's annual report of the progress being made at South Carolina State College as it continues to focus upon its distinctive mission as a state college. The administration has attempted to respond to the urgency of its task and mission of interpreting the college to its various publics in such a way as to overcome the almost insurmountable obstacles facing higher education today.

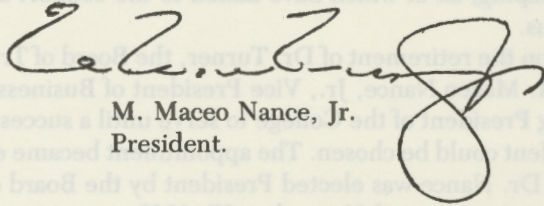
These seemingly unsurmountable obstacles are not only evident to those of us who are making difficult administrative decisions daily, but to others who are aware of the plight of higher education in our state. Escalating costs and changing needs of students are but two of the difficulties with which we must struggle and overcome today.

However, as President, I am happy to report that South Carolina State College is enjoying an excellent growth pattern, is responding to the need for curriculum changes by introducing career oriented programs, and in general, improving the quality of life for many persons.

This report includes a broad look at the various college programs and we hope that this will provide greater depth of understanding of the major areas here at the college.

The faculty, staff, students, alumni and friends have contributed meaningful assistance to the Office of the President as the Office has attempted to carry out the mandates of the Board of Trustees, the Commission on Higher Education, The South Carolina General Assembly and other state and federal agencies to whom the office has a responsibility.

Again, we express sincere thanks and appreciation to the Board of Trustees and all others for their continued cooperation, support and understanding of South Carolina State College and its programs.



M. Maceo Nance, Jr.
President.

ADMINISTRATION

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COLLEGE PROGRAMS

SCHOOL OF ARTS AND SCIENCES

Behavioral Sciences

The program of studies for undergraduate students in psychology is comprised of 13 courses, all of which yield three semester hours of credit. The curricular offerings provide students who are majoring or minoring in psychology and those who take psychology courses for various personal and academic reasons with opportunities to obtain broad and deep cognitive, affective, and psychomotor behavior structure in the science of behavior. Flexibility within the program enables an individual student to select courses in those sub-fields of psychology which are of greatest personal and professional interest to that student. The Psychology program has certain set goals: namely, excellence in teaching and learning, service to the community, research and publication, humanistic interpersonal relationships, and competence in the general field of psychology.

The graduate program continues to be the largest single program in the School of Graduate Studies. Within its present parameters, the program contains those courses, practica, and field experiences which characterize quality master's degree programs across the country. However, it is the consensus of those who have studied the program that it should be strengthened to provide a multilevel and multidimensional approach to the training of professional counselors, as well as to prepare beginning counselors, at the graduate level, with a much greater degree of competence than has previously been possible.

Two areas share equally the position of "highest priority" within the graduate program in Counseling and Guidance because one cannot exist without the other. These areas are expansion of the curriculum to provide for a concentration in elementary school counseling, and increasing the quality of teaching and learning in the entire program. Staffing of elementary schools with counselors will be mandated in the next two or three years, so plans are being made to prepare counselors for elementary and middle schools.

The program of rehabilitation counseling continues to grow, both quantitatively and qualitatively. The course offerings lend themselves to general and specific aspects of rehabilitation counseling.

The sociology component of the department has a viable program which provides educational and instructional experiences in a variety of sub-fields within the science of sociology.

Closely related to this major is the social welfare education program and the criminal justice program. The social welfare component is in the

process of developing a proposal for a major. The criminal justice program has had its major program approved and will begin operation in the coming school year.

The department is still considering the feasibility of engineering a curriculum in behavioral sciences which will yield a degree in the interdisciplinary field.

Business Administration

The Department of Business Administration offers four major curriculums: accounting, general business administration, business education (undergraduate and graduate), and office administration. It also offers minors in accounting, general business, economics, and office administration.

Majors in economics and marketing are planned. The proposal for a major in marketing is being revised. All major and minor programs are constantly revised in order to meet the existing and expected job requirements. Our aims and efforts continue to be enhanced by the four-year grant of \$287,600 from W. K. Kellogg Foundation, and smaller donations from individuals and firms.

The major in general business administration has been revised to allow students a wider choice of management, economic and marketing courses. The required number of credits has been reduced from 129 credits to 120 credits. Students who desire more emphasis in marketing can now select courses in advertising, marketing research, marketing problems, managerial economics, sales management and retailing. However, there is need to shift emphasis from the traditional management courses to management information systems, production management, and operations research. Additional faculty is required for the shift in emphasis.

The market for majors in office administration is crowded by graduates of two-year programs who welcome low salaries and perform as well as college graduates in normal office duties. Because the executive secretarial positions for college graduates in Office Administration are very few, and holders of such positions are often promoted from low ranks after many years of service, our graduates do not receive remuneration commensurate with their education. The feasibility of a two-year associate degree program is, therefore, being studied.

Communications Center

No changes have been made in the formats of the programs offered in the Communications Center during the past year. The Center continues to provide (1) a course in English essentials for all incoming freshmen

who need special help in mastering basic verbal skills, as evidenced by their performances during the placement period; (2) a one-year sequence of courses in English composition and speech arts for all students of the College; (3) a three-semester, interdisciplinary sequence of courses in humanities for all students of the College; (4) programs of specialization in English language and literature, teaching of English, teaching of dramatic and speech arts, and professional drama; and (5) various elective courses in communicative arts that are open to students who are not pursuing majors in the Department.

In the general education courses offered by the College, the Communications Center continues to serve a larger percentage of the student body each semester than any other department. There were 3,253 students enrolled in the undergraduate courses offered by the Communications Center during the first semester of the current academic year. There are 3,286 students enrolled in the undergraduate courses offered in the department during the second semester of this year.

This department also offers two curriculums in drama — one leading to the bachelor's degree in professional drama; and the other leading to the bachelor's degree in the teaching of dramatic and speech arts. The Drama Guild, the Henderson-Davis Players, is the laboratory for these programs. The programs of the Henderson-Davis Players have been most successful.

The Communications Center is fortunate this year to have its first Writer-in-Residence, Mr. Jack Bass, an outstanding journalist and author, to remain for a second year. He teaches one course per semester in journalism, and as writer-in-residence, is writing a book on "Black Political Leaders."

Habilitative Sciences

The Department of Habilitative Sciences (1) provided training programs on both the graduate and undergraduate levels in speech pathology and audiology, mental retardation, emotional disturbances, and learning disabilities; (2) operated the speech and hearing clinic, and (3) conducted one of the six regional resource centers in South Carolina. The 1976 calendar year was busy. The more significant events will be discussed in chronological order.

On March 30, 1976, the Speech Pathology and Audiology Program received a re-visit by a committee from the South Carolina Department of Education that had come to reevaluate the degree to which the graduate and undergraduate programs met the standards of the National Association of State Directors of Teacher Education and Certification. The programs were rated as meeting the standards completely.

The strengths of the Department are its potential to provide comprehensive training for those persons who are preparing to work with the handicapped and the services that it provides for the Orangeburg community. The services are provided by the Speech and Hearing Clinic, the Regional Resource Center, and individual members of the faculty. Faculty members serve on a variety of advisory boards and committees in the community, in addition to providing direct services to persons who are communicately handicapped or mentally retarded.

The department has begun preparation to seek accreditation of the training program in speech pathology and audiology by the Education and Training Board of the American Speech and Hearing Association. The program will not be eligible for a site visit until three classes of graduate students have graduated. The third graduate class will receive degrees in May of 1978, and a site visit is projected for the fall of 1978. In preparation for that site visit, the program needs someone with the expertise to develop and teach a series of fundamental courses in speech and hearing science. We already have much of the equipment on hand and most of the courses in the curriculum, but an appropriately trained person is needed to make the most effective use of both.

The Speech and Hearing Clinic is also due for a re-accreditation site visit. We anticipate that application for this site visit will be submitted in the fall of 1977.

In an attempt to improve the demonstrated competencies of students who complete the training program, the faculty decided to do an internal evaluation of the training program by applying the Discrepancy Evaluation Model. This model was developed at the University of Virginia under a BEH grant. It is specifically designed to evaluate programs that are preparing personnel to work with the handicapped. Because this is a time-consuming project, the Chairman plans to submit a proposal to the Institutional Research Program for funds to hire a graduate student to help develop the evaluation instruments. The results should help us modify those activities that are helping to decrease the competencies of the students who complete the program.

Mathematics and Computer Science

The Department of Mathematics and Computer Science provides (1) a course in remedial mathematics for all incoming freshmen who need help in basic mathematics; (2) a one-year sequence of courses in mathematics for all students in the College; (3) programs of specialization in mathematics and teaching of mathematics. It also offers minors in mathematics, computer science and graduate mathematics.

The strongest programs are the undergraduate major in mathematics and computer science minor. The teaching major is being altered to provide more meaningful laboratory experiences.

Since the new certificate requirements for middle school mathematics becomes effective on July 1, 1978, the Department is planning to introduce a three-hour course in intuitive geometry and a methods course in the teaching of mathematics in the middle school during the spring semester of 1977.

To strengthen the freshman and sophomore mathematics program, a departmental examination patterned after the mathematics portion of the NTE and GRE was offered on January 19, 1977, to all sophomore mathematics majors. The results will be studied and changes made in the course content of beginning courses. It is felt that this effort will establish performance criteria in all basic mathematics courses through calculus. Additional examinations will be given and tutorial services offered by the junior and senior mathematics majors. The Department now requires all sophomore and junior teaching majors to tutor at least two hours per week.

Large enrollments in the freshman mathematics courses continue to be a major weakness of the program. Most sections have enrolled from 40-60 students, with teaching loads for staff between 150-200 students. Students need more individual attention and enrollment per section should be kept at about 30 students. Although tutoring will help, it is no substitute for smaller class enrollments.

Modern Languages

The Department of Modern Languages still provides majors in French, teaching of French, Spanish, and teaching of Spanish. In addition to the major offerings, the department provides the required courses for other areas.

The department is still studying the proposal to consolidate advanced classes or alternate their offerings every other year.

Natural Sciences

The Department of Natural Sciences provides undergraduate training in biology, chemistry, physics, and science education. The approach of the department is three dimensional in that scientific information is provided for non-science majors via basic courses in the biological and physical sciences, for selected non-science majors requiring specialized supportive courses, and for majors and minors in the sciences. The Department also provides the necessary science education courses for science and non-science majors.

During the current academic year the department has placed considerable emphasis upon the improvement of the performance of students in their courses, as well as on standardized examinations. To enhance the performance of students, the department enlarged a number of ongoing programs and initiated several new ones. For example, in addition to the tutoring sessions already available in some areas of the department, all other areas were requested to develop a tutorial program. Each discipline was also requested to have a faculty member available at night, periodically, to help students with problems that arise in their course work. This phase of the program commenced the first semester, and it is continuing throughout the second semester. In addition, the E. E. Just Science Club and the Pre-medical Club also have tutoring sessions. The students react very favorably to peer tutors from these two organizations. The peer tutors seem to understand the students' problems very well and are able to communicate with them exceptionally well.

The department has also appointed a committee to structure and conduct several seminars on testing for students. The purpose of these seminars is to assist students in becoming more "test wise." It is felt that the more expertise they develop in the field of testing, the better they will perform on standardized tests. The department is looking at the possibility of having its students take standardized tests in their areas at least twice before graduation. In order to familiarize students with standardized examinations, the department uses standardized tests in all courses in which these examinations are available.

The department is attempting to upgrade instruction and, simultaneously, upgrade the students' performance. The staff recognizes that this is a herculean task, and it is willing to assist the students, but it is felt very seriously that the students must share a part of the responsibility for their own learning process.

Social Sciences

The department continued to offer major programs in history (professional and teaching options), political science with concentrations in public administration, pre-law and teaching option, and social studies. Minor concentrations were offered in black studies, history, political science, and social studies.

The curriculum in history was generally adequate for 1976-77. The long anticipated course in Latin American history is being submitted through the necessary channels for approval.

The major program in political science completed its second year during 1976-77 with tremendous increase in student enrollment. The

new course, political science 408 — African and Other Third World States in World Politics, approved last academic year, was offered during the spring of 1977 with an enrollment of 31 students. Social Science 404 — Social Science Seminar, recommended to be dropped in the Social Science curriculum, was to be replaced with a political science seminar course starting the 1977-78 academic year. Two new courses, Political Science 328 — Statistics and Application to Political Science Research, and Political Science 420 — Independent Research and Study, as well as an adequately developed internship program for students in public administration option are projected as part of the comprehensive MINORITY INSTITUTIONS SCIENCE IMPROVEMENT (MISIP) Project to be submitted to the National Science Foundation in January, 1977 for possible funding. The internship experience for students in Public Administration option was started with eight students during the spring of 1977.

No changes were made in the social studies curriculum during 1976-77. The curriculum in black studies was revised to include all courses offered in the College dealing with black experience.

SCHOOL OF EDUCATION

Education

The Department of Education provides professional programs for undergraduate and graduate students. These are as follows:

1. Major in Elementary Education
2. Undergraduate minor in Reading Education
3. Graduate program for a minor in Elementary Education
4. Graduate and undergraduate courses in Adult Basic Education
5. Graduate programs leading to certification of elementary and secondary principals

The program in elementary education is showing continued growth in student enrollment. The majors now number 250. Professional clinical experiences and personal enrichment are provided for all students, beginning in the freshman year and extending through the senior year of student teaching.

The performance-based teacher education program presently being conducted and studied seems to indicate progress in terms of professional courses modularized.

In the general progress of the Teacher Education Program, the completion of the new Learning Laboratory is an asset to PBTE approach to teaching and learning. It is reported that 11,842 students received services during the academic year. The learning laboratory provides an

opportunity for students to participate in a variety of individual group activities and should be an aid to the overall performance of all students in the teaching option.

The department's reading program is operating to its maximum. There were approximately 430 freshmen enrolled during the first semester and 201 during the second semester.

The interest in adult basic education still remains adequate. The adult basic education program provides for field courses and on-campus courses. The emphasis on this content is strengthened by the recent regulation requiring certification in this area. This has accounted for the increased interest and enrollment.

In an effort to get our students to read more effectively, the AIDP objective is to extend the reading program so that high school teachers will be aware of the problems and begin to cope with them at that level. Much of this is done through workshops for reading teachers, supervisors and principals.

Another area that has seen much growth numerically is that of the developmental reading program. Because of the AIDP grant, a large number of our students are being processed through this program.

This academic year saw a new thrust in teacher education. The pre-professional clinical program began to work with effectiveness. Approximately 329 students were involved. In general, the Department is doing a great deal of innovations with new programs, new techniques and skills. The results should prove to be beneficial.

Health and Physical Education

The Health and Physical Education Department offers one degree program which qualifies a student for the bachelor of science degree in physical education. However, the Department offers the following organized programs:

1. Required activity service program
2. Professional program for majors
3. Intramural program
4. Recreation program
5. Co-curricular programs
 - a. Women's Athletic Association
 - b. Club sports
 - c. S. C. State College Dancers
 - d. PEMM Club

The required service program, offered for all departments of the College, consists of a sequence of selected activities designed to impart knowledge, skill, fitness, and appreciation in the selected areas. During

the past year this program involved 3,000 students in 57 classes with an average enrollment of 52 students. The department staff is currently engaged in some curricular revisions which include the service program. The trend in recent years has been to provide, on an elective or required selective basis, a variety of activity courses from which students could select. This arrangement permits the students to choose activities which meet both their physical needs and interests. When interest areas are selected, knowledge, skill, and appreciation are all increased. Problems are also diminished by such offerings. The proposed curriculum revision will be completed and submitted for approval during this semester.

The Department also offers specialized courses in health education and physical education for elementary education majors and special education majors.

All courses offered by the Department have been opened to both men and women. This arrangement is in compliance with Title IX regulations, and makes scheduling more flexible for students.

Library Service

The program of the Department of Library Service is designed to prepare professional school library personnel (as well as personnel for public, college and special libraries) at an entry or beginning level of competency. It is not intended as a terminal program. The master's degree is important and the graduates are encouraged to pursue a graduate course of study. The emphasis now is to produce a graduate in library media.

The Department is now in the process of developing new courses which will enable all its majors to become media specialists. These courses will have to be in conjunction with the media center of the College.

Music and Fine Arts

The Department of Music and Fine Arts provides programs for students who are interested in teaching in the areas of piano, organ, vocal, public school music, and band and orchestra instruments. It also provides for a major in art education. The curricula remain essentially the same as last year in both music and art.

The organizations within the department have performed in many programs, both on the local, state and national levels. These organizations are the College Choir, Men's Chorus, Instrumental Ensembles, the Marching 101 Band, Concert Band, and ROTC Band.

Felton Laboratory School

There are no major changes in the organizational structure of the program. However, the school is being used to a much greater extent as it endeavors to help meet the pre-professional and clinical experiences of the College's education program.

The new director is aware of the objectives of the program and is making adequate progress. There have been changes of a programmatic nature in which more emphasis is being placed on mathematics and reading, with one instructor assigned as a coordinator of reading.

The program extends from kindergarten through the eighth grade and has a good mixture of nationalities. There are 205 pupils in the non-graded program, 135 in the middle school, and 40 in the kindergarten and experimental classes.

SCHOOL OF HOME ECONOMICS

The School of Home Economics offers a four-year curriculum leading to a B.S. degree, with majors in four areas of specialization. These are home economics education, child development, early childhood education, food and nutrition, and general home economics.

The past year was marked by several significant developments. First, there is a beginning of research activities, and secondly, the approval of a graduate program in nutritional sciences. This new program promises to provide a unique opportunity for persons interested in health care delivery systems in the State of South Carolina.

There is a definite move to add further dimension to the activities of the School by providing for additional programs through research and extension. There is a definite growth pattern developing in early childhood education. The program now enrolls 88 students. This is as it should be since this is one area in which there is a shortage of trained personnel statewide.

There are indications that more male students are becoming interested in home economics, especially in the areas of food and nutrition and child development. These two programs are strong since they are influenced by requirements of the American Dietetic Association and the State Vocational Board, respectively.

SCHOOL OF INDUSTRIAL EDUCATION AND ENGINEERING TECHNOLOGY

The major function of the School of Industrial Education and Engineering Technology is to prepare persons who wish to qualify as teachers of industrial subjects in the public schools and to provide

training in the scientific and technical knowledge that will be needed by persons concerned with the practical aspects of engineering.

The School offers majors in industrial arts education and engineering technology. The engineering technology curricula includes civil engineering technology, mechanical engineering technology, and electrical engineering technology.

There is a great need for graduates in each of these areas mentioned above. The curricula have been upgraded and qualified staff are being recruited. As this continues, many more students will be enrolling. This pattern is now evident. The enrollment has increased from 196 last year to 273 during the present semester.

The driver education program has been expanded and new equipment and expansion of courses took place.

This School is quite involved with cooperative education, since employment is an essential element in the educational process and provides a blend of earning, learning and practical experience so necessary in these curricula.

The School is still preparing for accreditation of its technology program by the Engineers Council for Professional Development.

The industrial education program was approved provisionally by the State Department of Education using the NASDTEC Standards.

SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies has shown a reduction in numbers of students, as compared with 1975-76, while course offerings increased by about ten. School districts are still requiring their teachers to improve their credentials and a new certificate for persons having 30 hours above the master's degree in a major subject content has increased the demand for additional training in certain areas of specialization. This new certificate requirement has created a new interest in graduate work for those persons who already have master's degrees. The areas of guidance, elementary education, vocational rehabilitation, special education, and speech pathology and audiology have the largest concentration of students. It is interesting to note that two of these areas are M.A. programs and are comparatively new offerings. A significant conclusion to be drawn from the above is that new needs are present and that for the graduate program at the College to be viable, we must recognize these needs and plan to meet them.

The enrollment of graduate students by fields for the first semester shows the largest enrollment was again in guidance, with 72 males and 59 females, for a total of 131 enrolled. Chemistry again had the smallest enrollment.

The enrollment of graduate students by fields for the second semester shows the largest enrollment in the area of Vocational Rehabilitation, with a total of 107 students. The smallest enrollment was in chemistry, with no students enrolled in that area.

The graduate program drew students from 38 counties during the first semester, with 25 counties enrolling less than 10 students. It is still my opinion that the lack of scheduling of courses on Saturdays may be a factor in this. It is impossible for students from a radius of 100 miles to travel to the campus for five o'clock classes. The counties of Orangeburg, Charleston, Aiken, Barnwell and Richland had the greatest enrollment.

SUMMARY OF ACADEMIC PREPARATION OF STAFF

(Collegewide)

The College faculty shows the following professional training:

(1) One hundred and thirty-five, or 61 percent, of the teaching faculty possess professional training equivalent to three years of advanced study beyond the bachelor's degree. One hundred members, or 44.8 percent, of the teaching faculty have the earned doctorate degree. This is an increase of seven over last year, and an increase in percentage of 3.8 percent. While a number of the faculty are nearing completion of their doctoral studies, we must continue our efforts to secure replacements with persons holding the doctorates in order that we may have at least 50 percent holders of doctorates.

(2) There are 113 faculty members who hold the master's degree, and these include two in Military Science and eight librarians. Ten hold the bachelor's degree, with six in Military Science, two in Home Economics, and two in Mathematics.

Present on-duty faculty are broken down as follows:

	<i>On Duty</i>	<i>On Leave</i>
Professors	35	0
Associate Professors	50	0
Assistant Professors	86	3
Instructors	49	2
Assistant Instructors	3	0
Total:	223	5

The above statistics indicate that the on-duty faculty has decreased from 225 to 223 over the past academic year. The number of doctorates has increased by seven over last year. Disciplines which should seriously recruit doctorates are Business Administration, Library Service, Special Education, Social Sciences, and Social Welfare.

RESEARCH AND PUBLICATIONS

School of Arts and Sciences

Akpan, Moses E. *African Goals and Diplomatic Strategies in the United Nations*. North Quincy, Mass. The Christopher Publishing House, 1976.

_____. "The Sudanese Empire," *Humanities Manual*. Kendall/Hunt Publishing Co., 1977.

_____. *Nigerian Politics: A Search for National Unity and Stability*. Contracted for publication in 1977.

_____. *Impact of Political Propaganda in the Emerging States*. International Social Science Honor Society, to be published in 1977.

Belcher, Eloise U. "Literature Component," *Humanities Manual*. Kendall/Hunt Publishing Co., 1977.

Boston, Ernest W., Editor. *Explorations in Education*. South Carolina State College.

Cook, Roger A. "Oto-derital Dysplasia and Associated Patterns of Sensorineural Hearing Loss." Submitted to South Carolina Journal of Communications Disorders.

Cox, James R. and Hilton, Larry W. "Incidence of Speech Language, Hearing and Visual-Motor Impairment in South Carolina Head Start Children." *Explorations in Education*, XII, No. 1, pp. 22-25 (1975).

Faggett, Harry L. *Our Life and Times in Literature*. A textbook in process of publication.

_____. A Book of Poems. To be published by Dorrance and Company, Philadelphia, Pa., 1977.

Flowers, H. D. *Speech As An Art*. In process of publication. 1977.

Hall, G. Gregory. *A Study of Individual Freedom in American Literature*. In process of publication, 1977.

Harrold, Stanley C. "The Southern Strategy of Liberty Party." Accepted for publication by Ohio History.

_____. "Forging An Antislavery Instrument: Gamalish Bailey and the Foundation of the Ohio Liberty Party." (Accepted for publication by the Old Northwest.)

_____. "The Perspective of a Cincinnati Abolitionist." (Accepted for publication by the Cincinnati Historical Bulletin.)

Haynes, Melvin. "Achieving Counseling Center Visibility and Credibility through a Comprehensive Study Assistance Program." *Journal of Non-white Concerns in Personnel and Guidance*. October, 1976.

Heath, Harris M. *Teaching Black Literature in the Secondary School*. (Textbook in process of publication.)

- Howie, Marguerite R. and Hanna, Kathleen. "Foundations of Self Determination." 1890 Research Project, in progress.
- Israel, Charles M. "Agatha Christie's Chauvanism." (Article in progress.)
- _____. "William Faulkner's Southwest Humor." (Article in progress.)
- Larkin, James A. "Asian Cultures." *Humanities Manual*. Kendall/Hunt Publishing Co., 1977.
- Ling, H. S. "Tsuji Points and Inner Functions." *Commentari Mathematica*, University of St. Pauli, XXV2, 97-99 (1976).
- Keepler, M. "Pertubation Theory for Backward and Forward Random Evolutions." *Journal of Mathematics*, Kyoto University, XVI, 1976.
- Parler, Nettie P., Editor. *Humanities Manual III*. To be published by Kendall/Hunt Publishing Co., 1977.
- Powell, Don L. "The Pilgrimage of Adam and Eve: From Human Error to Spiritual Truth." *Explorations in Education*, Spring, 1976.
- Wilson, Thomas. "A Comparative Study of Help-Disclosure and Self-Concept of Drug Abusers and Non-Drug Abusers." Doctoral Dissertation. University of South Carolina, 1976.
- Youngman, Robert C. "The Development of a Program of Listening Instruction for the Improvement and Teaching of Listening Skills." *Quarterly Journal of Speech*, 1976.

School of Education

- Caldwell, Rossie B. "A Collection of Historical Essays." To be published in *The Handbook of Black Librarians' Organizations*.
- Carder, William J., Lewis, Alba M. and others. "Performance Based Teacher Education: Does It Make a Difference?" (Five-year research in progress.)

School of Home Economics

- Adams, Leola. "Career Orientations of College Students Majoring in Home Economics Curricula at South Carolina State College." Research Policies Council, SCSC. (This is a joint project among SCSC, Clemson, and Winthrop College.)
- Glover, Lillie B. "Status and Impacts of Food Acceptance: School Children." SCSC 1890 Cooperative State Research Services, U. S. Department of Agriculture.
- Heggins, Jean. "A Study of the Cognitive Performance and Attitudinal Behavior of Five-Year Olds as a Result of Interacting with Two Different Intervening Programs at Felton Laboratory School." (Research in progress.)

COOPERATIVE EDUCATION

Cooperative Education is, and continues to be, a very effective tool in career planning. It is expanding slowly but continuously. Its established objectives are as follows:

1. Provides students with opportunities to investigate career fields and interests and thus, form career goals before they graduate.
2. Challenges them to apply what they have learned in the classroom while testing it at the same time.
3. Reinforces learning and stimulates creativity.
4. Provides learning in human relations, lifestyles and self-awareness.
5. Stimulates individual maturation, wisdom, leadership ability, self-confidence, initiative, motivation, responsibility, pride and poise.
6. Provides students with work experience in their major field and specialties.
7. Provides employment opportunities for minorities that might not otherwise be available.
8. Helps the student assume some of the financial responsibility of his college career.

Realistically, all of the above goals have been accomplished with some students. With others, more *successes* academically and socially. More work experience and counseling should help bring about a more competent and confident individual.

A number of activities and programs were initiated in an effort to meet objectives within the past year.

1. Career Planning and Cooperative Education booth at South Carolina Education Association Convention
2. Entering freshman career development mailing project
3. Co-op peer counseling sessions
4. Career development freshman orientation sessions with parents and students
5. Co-op meetings with freshmen
6. Monthly newspaper articles for "The Collegian"
7. Job development at all meetings and professional conferences
8. Co-op visits with faculty
9. Co-op presentation at Camp Bob Cooper 4-H Retreat
10. Individual and group counseling
11. High School Business Career Day
12. Co-op Club — 58 active members. Club paid the expenses of four student representatives to the International Cooperative Education Conference in New Orleans.

Goals

1. Increase to 56 the number of students participating in the Cooperative Education Program for the 1975-76 school year.
2. For the 1976-77 school year, increase by 25 percent the number of students participating in the Cooperative Education Program (Goal excluded).

RESERVE OFFICERS' TRAINING CORPS

The cadet brigade was reorganized during the fall semester. A new battalion-size unit called Headquarters Command was added. This unit consists of a headquarters company, marksmanship detachment, an honor guard platoon, a male and female drill team, and the ROTC band. This organizational change placed all of the Brigade's special units (except the Ranger Company) under one specific cadet chain of command.

The administrative and military preparation of cadets for the 1976 Advanced Camp and the 1976 Ranger Camp proved to be sound.

At Advanced Camp, there were no cadets eliminated due to medical reasons. This was outstanding, since in 1975 eight cadets were eliminated for medical reasons.

Nine State College female cadets attended the 1976 Advanced Camp, as compared to seven the previous year. The performance and efforts of our females at Advanced Camp were especially noteworthy.

The training provided to our cadets at all camps was realistic and meaningful, as well as vigorous and demanding. Overall, our cadets performed well. Continued efforts, however, must be made to provide the cadets with increased experiences in orienteering, land navigation and small unit leadership.

Only minor changes were instituted in the Military Science curriculum during the reporting period. Program reviews are continuous and necessary adjustments have been made to strengthen any noted weaknesses. The curriculum will be subject to detailed study during the second semester, school year 1976-77, to determine means of further enrichment and to afford a smooth transition into long-range objectives established by Department of the Army.

During the fall semester, 1976-77, Department of the Army announced that the Army ROTC Flight Training Program will terminate at the close of the 1976-77 school year. State College currently has one cadet participating in the program. During the spring semester, 1975-76, two cadets successfully completed the program and were awarded their private pilot's license by the Federal Aviation Administration.

Enrollment in Army ROTC reached an all-time high of 725 during the reporting period. This represents a 13 percent increase over last year's fall enrollment.

A total of 55 commissions were tendered during the calendar year. Of this number, ten appointments were made in the Regular Army and 45 in the United States Army Reserve. One cadet requested and was selected for active duty for training.

OFFICE OF ADMISSIONS AND RECORDS

South Carolina State College was one of the few institutions in South Carolina that experienced an increase in enrollment for the fall semester, 1976.

Though the institution experienced a six percent increase in enrollment over the fall of 1975, it is difficult to pinpoint the area most responsible for the increase. There was a five percent increase in the freshman class, but that accounted for only 34 of the 297 students over 1975. The graduate school enrollment, which helped to boost the 1975 enrollment, was down slightly from 617 to 590.

The trend in accepting freshman applicants continued in 1976. Eighty-five percent of the completed applications received were accepted. Of the 85 percent accepted, 67 percent actually enrolled. The number of freshmen enrolling was thirty short of the projected figure of 807. The freshman class of 1976 stretched the physical and human resources of the College.

The possibility exists that the freshman enrollment for 1977 could exceed the fall of 1976. However, the Director of Admissions and Records has been advised that the 1977 freshman class cannot exceed the 777 freshmen registered last fall. That advice coupled with institutionwide concern over the quality of students accepted and SAT scores, may force a reduction in freshman enrollment.

Preregistration

Preregistration works and it works well. The number of days have been reduced from five to two. Students are scheduled to register during their free time. Permits to preregister are mailed approximately a week in advance of preregistration.

The only problem that exists during preregistration is students being closed out of classes and the frustration that arises from their being unable to cope with the situation.

Preregistration for graduate students improves each semester, not the procedures per se, but the number of students registering. The procedure is simple, students submit completed trial schedules to Dr. Brooks during the period set aside for graduate preregistration.

INSTRUCTIONAL MEDIA CENTER

The purpose of the Instructional Media Center is to offer services and resources to improve instruction through the use of educational media and technology. The Media Center provides access to a wide variety of non-print and electronic media. These media forms are available to faculty and students as an integral part of the instructional resources available to them as they pursue education through large groups, small groups, and individualized instructional settings.

At the beginning of the 1976-77 academic year, the title "Audio-Visual Aids Center" was officially changed to "Instructional Media Center." The newer title reflects a commitment of the College to include a wider range of media forms than those previously inferred by the older title.

The resources, facilities, and services of the center are frequently requested by agencies, and individuals in the community and surrounding areas. These requests are acted on an individual basis with approval required from the Office of the Vice President for Academic Affairs.

COLLEGE LIBRARY

In the 1975-76 annual report, it was cited that reorganization of the Library Staff would increase the quality of services to the users and when activated into full operation would allow the librarians to function as librarians. In the same report, it was cited that the concept of Resource Librarian B, designed to implement collection development, interpretation and utilization, had been partially completed. At the end of the 1976-77 academic year, the concept was completed thus far; (1) general and specific objectives, (2) qualifications, and (3) appointment and promotion. Evaluation of performance is the last item to be completed.

This year, a portion of this concept was put into effect which involves two librarians from the Acquisitions Department assisting in the Reference and Serials Center, the major information point in the Library. Increased emphasis has been on giving direct assistance to students who appear to be in need and those who ask for assistance. The assistance has been in several forms, such as: (1) giving instructions on using specific reference sources, (2) searching the needed informational sources in the stack areas with the student, if the student desires, (3) accompanying the student to the card catalog and explaining information needed, and (4) offering stack assistance to locate desired information. This effort has increased the quality of service at the Reference and Serials Center as reflected in the statistics. In addition, the catalogers, while working at the card catalog during the beginning of the school year, gave qualitative services to the students. The Reference and Serials Librarians are

sharing in collection development by evaluating library materials received through the Approval Plan.

Thirty-five classes of bibliographic instruction have been conducted this report year, 26 of these classes were conducted after the invitations were sent to faculty members during the first semester, 1976-77. Consultation with each faculty member relative to discipline and users' needs for the bibliographical instructional classes aided the librarians in preparing special presentations for the classes. Compliments from faculty members have been received and exhibited by a sample letter. Some of the subject areas represented have been in Science Education, Early Childhood Education, Crucial Issues in Education, Graduate Research, Journalism, Speech Pathology, Stage Setting and Scenery in the 15th Century, Special Education, and Media Education.

Individual assistance and bibliographic instruction to classes from the librarians have played an important role in users making greater use of NEWSBANK, ERIC, FACTS ON FILE and Government Documents. Quality of service has been increased and it can be assumed that we are reaching more of the students who utilize the library.

General circulation statistics increased by 8,830, the largest increase thus far this decade. However, the average number of books circulated per student did not increase because the student enrollment increased for 1976-77. It is assumed that since there was an effort at the College this academic year to raise the academic performance of the students, the library experienced greater utilization of its resources by students.

The Miller F. Whittaker Library collection consists of 328,252 volumes, at the end of the report year. This includes 105,503 microforms, 33,543 government documents, and 191,806 accessioned books. In accordance with the revised *Standards for College Libraries*, (July, 1975) documents and microforms are counted as volumes. The library subscribes to 38 newspapers and 670 periodicals.

For two consecutive years, the library received substantial budget cuts in the category for books and periodicals; therefore, honoring faculty requests, selecting retrospective library resources, and adding new journals have been implemented on a limited basis. We are equally concerned about the quality of the collection as well as the quality of service given to the users.

Funds received from Title II-A, College Library Services Support Program, were allocated for selecting new titles and replacing lost books, in the Black Collection. This collection has received very heavy usage and loss of materials since the late 1960's. An inventory of this collection reveals 2,112 lost books from approximately 12,500 titles.

Selection of books through the Baker and Taylor Approval Plan is in its

second year and is presently being evaluated and monitored very closely. Thus far, there is general satisfaction with the Approval Plan. Minor changes have been made and the librarians from the Reference and Serials Center are assisting in evaluating the new resources as a part of the Resource Librarian B Concept.

SOLINET continues to operate on a daily basis, with few days of closing down attributed to changes to large computer facilities at the parent network in Ohio, the Ohio College Library Center. The Cataloging Department is closely monitoring SOLINET for departmental purposes and sharing newsworthy items and developments with the Library Staff through its monthly newsletter, SOLICOM. The SOLINET system has far-reaching applications for its members. The Serials project will be added to the system at an early date and members can share this bibliographical data. Our interlibrary loans to other libraries have increased tremendously because of our participation in the system; likewise, we utilize the system for the same purpose. This cooperation fulfills one of the objectives of the network.

The special funded Reclassification Project ended June 30, 1976; however, the project was not completed. The remainder of the 900's and Black Collection have to be reclassified. The present Cataloging staff completed reclassification of the Reference collection during the first semester and have plans to complete the remainder of the books by the end of the summer. This project encountered personnel problems because of the State's mandate against hiring state personnel in 1975.

ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM

The Advanced Institutional Development Program is authorized under Title III of the Higher Education Act of 1965 as amended. Upon submission of a proposal in November, 1974, South Carolina State College was awarded a grant on February 14, 1975 and a supplemental appropriation on May 27, 1975.

The Coordinator of the Advanced Institutional Development Program is required to submit quarterly and annual reports to the United States Office of Education as a "process evaluative mechanism" as well as a monitoring technique to insure financial and programmatic accountability. While no listing is totally inclusive of the efforts of personnel associated with the Program, the following activity milestones highlight many of the major accomplishments, by programmatic areas, of the A.I.D.P. effort as of January, 1977:

1. Basic Skills Development in English-Writing

- a. Continued the employment of two graduate assistants for teaching and facilitating the Writing Laboratory

- b. Administered standardized placement instruments to entering freshmen
 - c. Administered subjective writing examinations to freshmen enrolled in Basic Skills Development-English-Writing
 - d. Conducted a Faculty Development Workshop in November, 1976
 - e. Participated in a field experience to study Basic Skills Development Programs at other institutions in November, 1976
 - f. The staff continues to conduct internal evaluation and review of textual and laboratory materials and procedures.
- 2. Basic Skills Development in Reading
 - a. Enrolled Freshmen with Nelson-Denny Reading test scores below the stated mean of 41 (Grade equivalent 9.1) Total enrollment for the fall semester of the academic year, 1976-'77 was 353.
 - b. Conducted a Faculty Development Workshop in October, 1976
- 3. Basic Skills Development in Mathematics
 - a. Administered placement tests for entering freshmen
 - b. Conducted three one-hour lectures each week in large-group settings
 - c. Conducted two one-hour laboratory small-group sessions each week
 - d. Continued present staffing level (three teachers, three graduate assistants and two tutors)
 - e. Conducted a Faculty Development Workshop with high school personnel
 - f. Participated in a field experience to study Basic Skills Development programs at other institutions
- 4. Career Development/Cooperative Education
 - a. Continues to implement a decentralized approach to Career Development
 - b. Offered a Career Development course
 - c. Held conferences on the lifestyle of the professional in the "world of work"
 - d. Held annual Career Conference; conducted graduate follow-up of Class of 1976
 - e. Instituted outreach information program to entering freshmen
 - f. Conducted Community outreach sessions; attended professional conferences
 - g. Conducted Faculty-Administrators Career Development Workshop

- h. Conducted Cooperative Education Program visitations with Faculty representatives and Student-initiated Counseling Sessions
- i. Conducted a Freshmen Orientation Program and two Career Development Seminars
- 5. Humanities
 - a. The staff continues to produce resources for the interdisciplinary Humanities Program
 - b. Provided release time for two faculty members
 - c. Planned, designed, implemented and evaluated a seminar for Faculty Development and improvement
 - d. Attended professional conferences
- 6. Faculty Development
 - a. Provided Summer School experiences for Faculty in the following areas:
 - 1. Basic Skills Reading Program
 - 2. Basic Skills English-Writing Program
 - 3. Basic Skills Mathematics Program
 - 4. Humanities Program
 - b. Provided academic year leave of absence in Basic Skills English-Writing Program
 - c. Provided numerous workshops, seminars, etc. in each area component
 - d. Participated in local, State and National Professional Conferences in each component area
- 7. Goals Inventory and Evaluation Design
 - a. Prepared Management Schedule for 1976-'77
 - b. Identified processes to employ in the continuation of formulating goals and objectives for departmental levels
 - c. Conducted a conference on objective-writing for the deans of the five academic schools
- 8. Planning, Management and Evaluation
 - a. Determined hardware specifications and secured new hardware, Burroughs 1700 Computer
 - b. Developed file/subsystem interface with phasing in of at least one subsystem (Payroll/Finance)
- 9. Behavioral Sciences Department
 - a. Held component seminars in October, 1976
 - b. Conducted student evaluations of each Faculty Member and his courses
 - c. Conducted Faculty evaluations of each Faculty member and his courses

- d. Administered pre-tests in each course taught within the Department
- e. Administered the Educational Testing Service (E.T.S.) as pre-tests to all students enrolled in Introductory Sociology and Introductory Psychology
- f. Held structured counseling sessions with departmental majors

OFFICE OF DEVELOPMENT

Although the state of economy was not that good last year, the College received a total of \$105,040 from all constituents. (This total does not include any gifts and grants received by State appropriations or federal funds.)

Significant and particularly noteworthy is the fact that the number of individual alumni making gifts directly to the College through the Annual Development Fund is steadily increasing as it has continued to do over the past several years. There were 214 individual alumni donors to the Annual Development Fund last year as compared to 128 in 1974.

Alumni chapter contributions have increased considerably, although the number of chapters which contributed last year was fewer than the year before.

Foundation support again constituted the largest grants, totalling \$55,641. Contributions from friends totalled \$15,283, followed by individual alumni through the Development Fund who gave \$13,123. Alumni chapters accounted for \$8,608; businesses, \$7,300; faculty and staff, \$3,963; and trustees, \$1,121.

We are quite pleased that the Founders Club has grown to 86 persons. The Founders Club is composed of persons who contribute between \$100 and \$499 to the College in a 12-month period.

An outgrowth of the Founders Club is the President's Club. It is composed of persons who contribute \$500 or more to the College and foundations, corporations and businesses who contribute \$1,000 or more to the College in a 12-month period. Last year there were eight members in the Club. They were: Mr. Russell C. Adams, Mr. Porter L. Bankhead, Mr. Joseph C. Sanders, Dr. Benjamin E. Mays, Dr. and Mrs. M. Maceo Nance, Jr., Mr. and Mrs. Henry Tecklenburg, Jr., Mr. and Mrs. George R. Barnes and Mr. Mark Walker.

For the 1976-77 year, we are happy to report that there are 19 members in the President's Club. They are: Utica Tool Company, The Self Foundation, Winn-Dixie, First National Bank of Orangeburg, The Merck Company Foundation, Orangeburg Sausage Company, Eastman Kodak, Mr. and Mrs. R. C. Smith, Jr., Information Planning Associates, Inc., Buick Motor Division of General Motors Corporation, Mr. and

Mrs. George R. Barnes, E. I. duPont de Nemours and Company, Inc., Mr. and Mrs. Allard A. Allston, Dr. Nettie P. Parler, and Dr. Samuel D. Stroman.

There are also 37 members in the Founders Club at this time.

OFFICE OF PUBLIC RELATIONS

Through efficient communication and the establishment of on-going relationships with the various publics of the institution, the Office of Public Relations at South Carolina State College continues to achieve its objective of enhancing the image and public awareness of the College.

With one information officer handling sports information and the other handling public information, the staff, which includes a skilled and experienced secretary, effectively communicated to the public the achievements and aspirations of the College's programs and personalities in 1976.

Services Rendered

Information of all types about the College is coordinated through the Office of Public Relations to ensure a unified, consistently professional approach to the College's communications with the public. All departments and areas of the institution call on the staff for willing and professional assistance in releasing information on programs and students and staff achievement to the electronic media; the production of effective and attractive publications; the design and placement of advertising in all communications media; and coordination of special events.

PRINTING SERVICES

The Printing Services Center continues to provide an immeasurable service to the entire college. Additionally, the jobs performed in the Center are varied and of professional quality at all times.

During the period of July 1, 1977 through January 31, 1976, the total of sales and services (cost recovery) for work performed amounted to \$13,832.78, and total expenditures for the same period, excluding personnel costs amounted to \$11,025.28, for an excess of sales and services over expenditures of \$2,807.50

COMPUTER CENTER

Within the past 12 months, the computer center has undergone a major change physically and technologically. This change has consumed a tremendous amount of the staff's personal time, requiring 18 to 20 hours per day to insure technical and operational changes necessitated

by the emerging of the computer center as a major service component of the College.

Moreover, the computer center has renewed its commitment to the College to provide functional data processing services for the administrative, research and academic communities. In keeping with this revitalization, the center's staff has been reorganized and a division of labor established to provide users with easy access to the use of the computer; and stringent standards have been instituted for outgoing reports or requests for data processing services.

Reorganizing the center's staff involved the strict delineation of each person's job function and the implementation of a team effort to service computer users.

The present changes are necessary to provide the center with a method by which to systematically evaluate itself to determine its weak and strong points, for to be functional, implies a continuous evaluation of the usefulness of the service being performed.

In July, 1976, an RFP was issued by the Division of Computer Systems Management for South Carolina State College (ending a three year computer center effort), outlining hardware and software requirements needed by South Carolina State College to effectively perform the data processing requirements of the College.

On November 9, 1976, a new computer system (Burroughs 1700) was installed at South Carolina State College. This computer system is used as a local processor, but has the capability to communicate with the IBM 370/168 housed at the University of South Carolina.

STUDENT AFFAIRS

OFFICE OF FINANCIAL AID

The main objectives of the aid office are welfare of needy students, integration of aid program with College policy and operations and to reflect and promote national purpose of making college financially accessible to all qualified youth. Information letters and brochures have been sent to all South Carolina high schools with explanation of aid application procedures to students and parents at each placement test and to student counselors. The prime eligibility requirements for aid is financial need, established through the College Scholarship Service. Application processing priorities are 1) Freshmen; 2) Senior, Junior and Sophomore renewal applicants; and 3) Senior, Junior and Sophomore initial applicants. An important change this year is the active participation of the Financial Aid Committee in the award process. A record of all reported

aid is kept on control cards and reported annually to key College personnel. More than 3,000 students received nearly \$4,000,000 in aid this year — \$3,038,600 in scholarships and grants, \$561,300 in jobs, \$275,100 in loans, and \$125,000 in off-campus aid. Females outnumber males by more than two to one.

The National Direct Student Loan Program provides long-term loans up to \$1,500 per year for U. S. citizens or permanent residents enrolled at least half time. It has partial cancellation provisions for teaching in special categories. To date, 746 students have borrowed \$230,150 — \$95,000 to 314 Freshmen, \$68,450 to 222 Sophomores, \$38,800 to 125 Juniors, \$24,750 to 78 Seniors, and \$3,150 to 7 graduate students. Average loan: \$309. Uncommitted funds as of January 31, 1977: \$21,647.71. Of 1,510 terminal borrowers, 162 are in the period of grace, 127 have military or student status, 155 are in teaching service, 538 have paid and/or cancelled in full, and 528 are in repayment status. Grand total of principal collected: \$321,933.67. Grand total cancelled for teaching: \$112,955.45. Cancelled for death: \$4,477.88. Cancelled for bankruptcy: \$1,376.98. 351 borrowers are delinquent in total amount of \$110,214.61. Todd, Bremer & Lawson collection agency has been engaged and their performance to date has been very good. With our new assistant director, more frequent and regular billing is possible and more loans are being repaid.

The federally insured loans is a program of long-term loans administered by South Carolina Student Loan Corporation. This program provides loans up to \$1,500 per year to full-time students. This year, 34 students borrowed \$30,100. As each loan check is received, the borrower is counseled as to the terms and conditions of the loan.

The College Work-Study Program offers part-time jobs to needy U. S. citizens or permanent residents enrolled at least half-time, who may work up to 20 hours per week while in school and up to 40 hours per week while not in school. The program is 80% federally funded and students may work on campus or for an approved off-campus agency. Total federal funding is \$265,876, of which \$25,000 can be transferred to the SEOG Program under the ten per cent authorization. Thus, the Work-Study maximum expenditure level is \$301,096. There are 364 on-campus jobs and eleven off-campus jobs. Of the on-campus jobs, 223 are in the academic area and 141 are in non-academic facilities. Average earnings per job: \$800. There are 102 clerks, 96 lab assistants, 43 library assistants, 48 residence hall counselors, 52 attendants, 11 drama assistants, 5 messengers, 9 tutor-counselors, and 9 field assistants. Hourly pay is \$1.90 first semester and \$2.00 second semester. As a result of a court ruling last summer, federal authorization to pay sub-minimum

wages is no longer required. Distribution of Work-Study jobs by class: 47 freshmen, 99 sophomores, 97 juniors, 144 seniors, and 6 graduates.

Student cafeteria jobs are open to any needy enrolled student. The program is wholly funded with College funds and students may work up to 20 hours per week. This program spent \$158,000 for 150 jobs this year — an average of \$1,055 per job. Hourly pay is \$1.90 first semester and \$2.00 second semester. Breakdown of cafeteria workers by class: 34 freshmen, 44 sophomores, 43 juniors, and 37 seniors.

New job applicants must obtain recommendation of supervisors. In the future, renewal job applicants must be evaluated and recommended by their supervisors. Color-coded cards are used to process students into jobs. Supervisors report hours worked weekly and student payrolls are submitted to the fiscal office monthly. At the end of the academic year, workers must obtain signed release cards from supervisors to receive final checks.

The Basic Educational Opportunity Grants is a program of direct grants from USOE for students from low and moderate income families, opened to all undergraduate students, regardless of when they first entered college. The BEOG application is available at any high school, college aid office or public library. Parents complete the application with the student and mail it to Iowa City for processing. Student Eligibility Report (SER) containing the Eligibility Index is mailed to the student's home. The student delivers this report, in triplicate, to the aid office at his chosen college where the amount of his grant is determined. Grant may not exceed half of college costs. After registration, the BEOG is finalized and the student receives his copy of SER. One copy goes to USOE and the third copy is filed in the aid office. Our initial funds authorization this year was \$1,032,470. A supplemental authorization of \$2,444,060 was requested and approved, with an additional \$35,940, giving a total of \$2,480,000 for the year. So far, 2,320 students have qualified for \$2,137,014 in grants. Maximum grant is \$1,012 for South Carolina students and \$1,312 for out-of-state students. The minimum grant is \$226. Application deadline is March 15, BEOG Progress Reports, with SERs, must be submitted to USOE for periods ending October 31, February 28 and June 30.

The Supplemental Educational Opportunity Grants is a program of grants for undergraduate students whose expected parental contribution does not exceed half the cost of attendance. This grant must be matched by at least an equal amount of other financial aid. Our SEOG allocation this year is \$217,007 for Initial Year grants and \$204,043 for Continuing Year grants. A recent Work-Study supplemental allocation of \$30,000 will permit a transfer of \$25,000 to the SEOG Program

bringing available SEOG funds to a total of \$446,050. To date, 1,159 students have been awarded a total of \$431,600 — an average grant of \$372. 586 students have been awarded \$225,250 in Initial Year grants and 573 students are receiving \$206,350 in Continuing Year grants. The minimum grant is \$100 and the maximum is \$800. 436 freshmen received \$177,300, 324 sophomores received \$124,000, 224 juniors received \$77,600, and 175 seniors received \$52,700.

The Law Enforcement Education Grants is a program to cover tuition, fees and books for in-service law enforcement personnel to increase competence by enrolling in courses directly or indirectly related to law enforcement. We were allocated \$1,700 for this year; however, because of limited criminal justice offerings, our grants program again was restricted to returning in-service students and no applicant has qualified under this restriction.

Total aid to our students this year increased more than 40% over last year. Average amount per student increased 30%. About 75% of our undergraduate students are receiving BEOG and more than 50% are receiving campus-based aid through this office. The estimated increase, or decrease, in each program: BEOG is up 83%, SEOG is up 9%, Work-Study is down 1%, Cafeteria is up 8%, NDSL is down 9%, and Federally Insured Loans are down 32%. Happily, sharply-rising grants are permitting smaller NDSL awards. A significant new activity this year is the direct participation of the Financial Aid Committee in the award process. Available funds this year have met basic costs of virtually all eligible aid applicants.

OFFICE OF STUDENT ACTIVITIES

In preparing this Annual Report, we will attempt to recap the events of 1976. The past year was an exciting and productive one, but we did experience some of the "usual job problems." (organizations that violate regulations) The year of 1976 saw the Student Government Association's leadership change hands and the relationship between the offices is now a very interesting one.

The first part of the year was normal with registration, start of the pledge period, Pan-Hellenic Council Award and Homecoming planning sessions. The registration of student organizations and student body elections marked the end of the Spring semester. The Summer session was larger but the events and activities seemed to go smoother than the previous years, it was probably because of the extra effort to keep the students informed.

The Fall brought an air of excitement as the enrollment was up and the Co-Champs of the MEAC Gridiron were about to embark on what was to

be the best year in the Conference's short history for a BULLDOG team.

Varsity athletics were extremely successful this year. The football team was co-champion of the Mid-Eastern Athletic Conference (MEAC), with a 5-1 record and represented the conference in the Bicentennial Bowl Game. After defeating Norfolk by a score of 26-10, the team was declared the 1976 National Black Football Champion with an overall record of 10-1-0.

Other teams did not advance quite as far on the national scene; however, they did have equally successful seasons. The women's basketball team posted a 28-1 record enroute to the MEAC championship and the South Carolina Association of Intercollegiate Athletics for Women title. The men's basketball team has been building and captured the MEAC crown.

Swimming, wrestling, golf, track and tennis all had winning seasons with several athletes advancing to regional competition. The coaches of football, basketball and track were named "Coach-of-the-Year" in their respective areas.

As in all things, there is some good and some bad, the same held true for student organizations. There were several organizations that for various reasons ranging from violations of pledge procedures to operating outside constitutional guidelines found that their activities were terminated.

The majority of campus organizations, however, experienced no difficulty as they went about the business of promoting their goals and the year was a success.

During the past year, most of our campus organizations enjoyed successful and productive programs, as already mentioned others were not as fortunate. For those who experienced difficulty, it was a period of growth and maturity and hopefully an education that will prove valuable. The mistakes that were made, we feel, allowed our students to exercise the decision-making process and a chance to examine setbacks and plan a new course of action.

As in years past, there are those who feel a commonality of cause and find themselves together as one and thus an organization is formed. The following Organizations were formed:

Bulldog Rifle Team
Gamma Phi Omega Fraternity, Inc.
Political Science Club

THE STUDENT CHRISTIAN ASSOCIATION AND THE CHAPLAINS' CORPS

The year 1976 was a much improved one over 1975 for the Student Christian Association. The Association's first program and probably the best attended was religious emphasis week observance, which was highlighted by Talent Nite and the Gospel Concert. The week's services were conducted by Reverend Ralph Cantey of Sumter, South Carolina.

The study-assistance, hospital visitations, and youth recreation programs, along with the regular mid-week services and Sunday School programs, went well during the year.

Both members of the Chaplains' Corps, Reverend Chappelle Davis and Reverend F. G. S. Everett, Jr. have been quite helpful to us, as they both are always willing to give of their time and energies to assist in any matter that they can. The college is very fortunate to have men of their caliber serving our students.

The past year was the best when you evaluate the relationship between the Student Christian Association and the Chaplains' Corps. This was the result of effort from both sides and the relationship should improve.

OFFICE OF THE ADVISORS TO STUDENT LIFE HOUSING

The services offered by the Advisor to Student Life was to follow up on complaints as filed with the campus security office to reach a satisfactory solution to their problem(s), also to help the student(s) in any way to understand, respect and appreciate others' property as well as theirs.

Fire drills for the residence halls were conducted under the direction of Mr. D. W. Walker of the Physical Plant Staff and were successfully conducted.

Instructions for Hurricanes, tornadoes, flood and fire were submitted as requested to be considered for posting in each residence hall.

RESIDENCE HALL PROGRAMMING

The Advisor to Student Life for Residence Halls Programming and Off-Campus Students, primary objective was to introduce programs in which students would find some relevance, thus providing them with the mechanisms in which they would be able to cope with the stresses and changes of today's society.

Careful and analytical consideration was given to the types of programs which would enhance the growth and development of our students.

In this report, the activities of the Advisor to Student Life for the calendar year 1976 are reviewed.

The position of Advisor to Student Life Programming was assumed by Mrs. Mildred F. Watts on August 14, 1975, whose staff consisted of a full-time secretary, student worker and an Off-Campus Coordinator, who was a recipient of a graduate assistantship. Mrs. Watts also had the services and cooperation of eighteen Head Residents and Assistants.

A summary of the various activities performed by the Advisor to Student Life in this document is given below:

Student Development: This year the Advisor to Student Life helped to coordinate the workshop for residence hall personnel and various meetings which were held to increase their knowledge of residence life.

Residence Hall Staffing: Applicants for Head Resident positions were screened and interviews were coordinated through this office. Upon completion of files and interviews applicants were referred to the Vice President for Student Affairs for the final determination.

Residence Hall Organization: The residence hall Council was selected in each residence hall to promote the development of residence hall governance as an educational vehicle.

Residence Hall Judiciary: The selection and coordination of the Residence Hall Judiciary Association.

Off-Campus Students: The organization of Off-Campus Students to help them become an integral part of the campus community and the supervision of the Off-Campus Coordinator.

Programming: This office engaged in educational, social and cultural activities for the residence halls community. Also the coordination of the Blood Assurance Program and the Swine Flu Immunizations.

Counseling: Extended its services in counseling individuals who experience problems relative to residence hall living and off-campus students who may feel the isolation of living outside of the college community.

CAREER PLANNING AND PLACEMENT CENTER

The Career Planning and Placement Center continues to assist students, faculty and alumni in discovering, defining and refining talents and using them in pursuit of a sequence of positions, jobs or occupations that can be engaged in during one's work experience.

Cooperative Education continues to be a very effective tool in career planning and with some students the goals have been met.

Career Counseling is the most important integral of Career Planning. Students need this on-going relationship.

More than ever before our students are considering graduate and professional schools. Entrance requirements for these schools are based

on faculty recommendations, test scores, grade point averages, and essays.

The enrichment of a student's growth through meaningful practical experiences, whether summer employment or internship, can open many career avenues and could possibly provide insight into the importance of academics.

Participation and cooperation from agencies has been excellent in providing summer internships. Various local and state agencies have been contacted and are providing employment on a part-time basis during the school year.

Student response to the career development decentralization effort is excellent. The program involves the student center, dormitories and even classrooms, on special occasions. Staff members take it upon themselves to be present at meetings of social clubs, Greek organizations; also homecoming, graduation, Humanifest and other special programs.

The career development course #210 commenced with 28 students enrolled.

Career choice is a rational process and should not be determined by chance. Students need to know the what, when, where and how to be in control of their lives and destinies. This course is providing a more sequential plan of career development, supported by all available resources.

Campus recruiting has been eliminated from most schools; however, South Carolina State College students have enjoyed, as usual, even in economically binding times, good recruitment. Major employers still seek our graduates.

We will be deleted too if more of our students do not exhibit effective speech, writing skill, test awareness, preparedness (knowledgeability in field), leadership ability, mobility, intelligence, confidence, maturity, enthusiasm, poise, and neatness.

The exposure that career conference brings to the students can not be overestimated. It is important for our students to communicate with returning alumni, employers and consultants who have been actively involved with the working world.

The 9th Annual Career Conference, according to students and faculty response, was informative and motivating in terms of careers available and the world of work. All consultants were well informed in their areas and extremely professional.

Exposure to experiential learning, even for a very limited period, is still an excellent educational vehicle. The type of enthusiasm, inquisi-

tiveness and participation exhibited is what is wished for back on campus.

A day in the classrooms of the National Disease Control Center, Sears Retail Fashion Distribution Center, C & S — Banking Behind the Scene, Civil Service — Social Security and How it Works, Coca-Cola, Big Business on the Move, Paschals Hotel and Dining Rooms — Black Entrepreneurship at its best.

BROOKS INFIRMARY

The majority of the service was delivered by the nursing staff, under the direction of the college physician. Clinics were opened to all students and they were very well attended.

Goals projected were met with minimum difficulties. We did not anticipate any new interventions, instead we tried to fulfill a plan for daily basic needs and responsibilities.

OFFICE OF RESEARCH, PLANNING AND EXTENSION

The primary function and major responsibility of this office is to coordinate the 1890 outreach of the College. Institutional research and institutional relations receive a small part of the total time.

The research component consists of institutional research which is sponsored by the Research Policies Council of the Faculty Senate. This effort is supported by \$25,000 per year; and its purpose is to research problems of the institution that will provide reliable data on which sound administrative decisions may be made concerning total operation of the College. The second but most important phase of the research effort is supported by the Cooperative State Research Service-USDA which is supported at \$699,277 per year. The purpose of this research program is to (1) develop research competence in the faculty, staff and students; (2) seek solutions to major problems of limited resource families; and (3) add to the storehouse of knowledge.

The extension component of the unit consists of four projects in (1) family living, (2) community resource development, (3) youth programs and (4) a small farmer program. At present the 1890 Extension Program is operating in four counties: Georgetown, Hampton, Marlboro; and a small farmer's program in Anderson County. During the 1977 fiscal year, this program is funded, through the Smith-Lever Act, at \$616,472 per year.

The purpose of this effort is to provide extension education to limited resource rural people in an effort to upgrade their quality of life.

Research Function

The 1890 Research component is charged with the responsibility of seeking and managing research funds to support organized research here at the College. The office is held accountable for selecting and structuring research programs to canopy the varied project interest of principal researchers; and finding principal investigators to write proposals and research projects. We are further charged with the orderly progress of projects, publication of reports and accountability of research funds.

Reports for Cooperative State Research Service-USDA are prepared by this office and we attend district and national training and display meetings that are sponsored by our fund grantor.

The 1890 Research Program has a coordinator, staff assistant, three secretaries, 10 principal investigators and nine co-investigators and technicians. The table of organization includes an associate state research coordinator.

Cooperative State Research-USDA has allocated a total of \$3,253,790 to the College over the last eight years. The average amount per project is \$203,362; and the average annual allocation is \$361,501.

Funds allocated for CSRS projects to the College during the FY '77 are \$874,069.

Institutional research has granted support funds to three projects during this academic year. Dr. Leola Adams, Assistant Professor of Home Economics, was granted \$655 to study "Career Orientation of College Students Majoring in Home Economics Curricula at South Carolina State College." A grant was made to Dr. Harry Faggett, Professor of English, in the amount of \$2,190 to publish his poem, "Lines to a Little Lady." A third grant in the amount of \$5,500 was awarded to the Department of Education to participate in a community outreach project for citizens on Daufuskie Island in Beaufort County, South Carolina. A total of \$8,345 was made available by the Council during this academic year.

Extension Function

The 1890 Extension of South Carolina State College, in cooperation with Clemson University and the ES-USDA, is charged with the responsibility of developing annual programs of work for low-income families in Marlboro, Georgetown and Hampton counties. At present we have four extension projects.

1. **Family Living** concerns itself with upgrading the quality of life for all members of the family. It also addresses the problem of inter-family relations between husband and wife as well as parents and

children. The family living project also teaches management skills, expanding the family food base and home beautification.

2. **Community Resource Development** encourages greater cooperation between low-income families in the pursuit of common goals. Communities are taught solid waste disposal; they are encouraged to register and vote for candidates who are sympathetic toward their cause; and they are given demonstrations on intergroup participation and cooperation on common community goals. They are encouraged to develop their economic and human resources by investing their time and energies into a planned pursuit of self-help.
3. **Youth Development** is designed to stimulate personal growth and development in both mental and physical behavior. Some 30 percent of all families in Anderson, Georgetown, Marlboro and Hampton counties are low-income families. The youngsters of these limited resource families comprise the youth groups with whom we work to help them help themselves.
4. **The Small Farmer Program in Anderson County** represents our beginning with this program. Agricultural science technicians are employed to work with families who have small acreages of land but need leadership in the skills of producing vegetables, fruits, chickens and eggs; corn and pigs. During the first year of operation, four of these agricultural science technicians have assisted 300 families in Anderson County to increase their family food supply. Some of these families took their excess vegetables to the Farmers Market in Anderson, South Carolina and sold them for cash. We will expand this effort to other counties.

The 1890 Extension Program looks with favor on its small farmers and urban gardeners program. Some \$75,000 were allocated to the program for that purpose to be used during FY '77; and all of that money is programmed to be used in Anderson County with this target clientele. The four agricultural science technicians and one clerk have done a good job in an effort to implement this program in this county.

During the past fiscal year, a county coordinator was assigned to each of the 1890 counties. These employees are professionals and hold the rank of associate county leaders. This change was made primarily to comply with the oneness of Extension program as defined by the Washington, D. C. office. We note that this level of employee does a better job in personnel management than did the paraprofessionals who were assigned management responsibilities before the change.

The home economics project in the 1890 program introduced and provided new educational training and experiences for hard-to-reach

families which encouraged and created a willingness to improve the quality of life through creative and productive use of immediate resources available to them.

The extending of education in these counties was through home visits by paraprofessionals, group meetings (in homes and at the 1890 demonstration centers), leaflets, demonstrations, tours, exhibits and community projects. The community projects provided a new method for extending the wide range of educational opportunities for more than 300 limited resource families in the area of home economics alone.

A few such projects are:

1. A bazaar with the objective being to teach homemakers how to make useful, well designed items for their homes at an economical cost and to provide a means of demonstrating to the total community the skills taught and achieved by the families enrolled in the 1890 program. This project was successful because of the participation of community leaders, businesses, schools and residents as well as for the enthusiasm with which 1890 families participated and worked with the 1890 staff members.
2. Fair exhibits and with the objectives being to increase public knowledge and awareness of the 1890 Extension Program, to present to the general public the various phases of the program through displays prepared cooperatively by limited resource families and program assistants and to place emphasis on nutrition in cooperation with other county agencies. These efforts are considered successful because of increased inquiries being received concerning different phases of the 1890 program.
3. Quilting bees for senior citizens and homemakers with the objective being to improve the home environment by adding the beauty of skilled and crafted home decorations through an economic and realistic method, to improve and involve senior members of the family in social development and family participation and to help families develop self-confidence through the successful completion of projects.

Through the usual areas of work carried out by program assistants some 574 families were reached individually and in group situations at the demonstration centers, in homes or sometimes in outreach centers. These efforts have produced some 3,000 quarts of canned products; 5,000 pounds of frozen products, 1,000 home furnishing items made or renovated; 75 garments actually constructed under direct guidance of program assistants; and some 570 items in the area of housing (interior and exterior) were repaired or improved by the families under the direct guidance of the 1890 county staff members. Many areas of continued

work is done by the families and later shown to the 1890 staff members. The continued effort carried on by many of the families is one of our four ways of evaluating the success of the 1890 program in the counties.

Referrals given and received from other agencies in the county have also increased, thus providing for further extending of educational programs.

The 1890 program intends to put forth additional efforts in an attempt to extend and expand in the areas of family living. We feel that the extending and expanding of knowledge and skills will be the key to improving life-styles for limited resource families.

The 1890 program is conducting a rat control project in three phases: (1) educational activities which include a series of workshops designed to teach the habits of rats and mice, the damage they do, the diseases they spread, and the conditions that encourage and sustain the population; (2) how to kill existing populations; and (3) how to correct and/or minimize the environmental conditions that sustain the rat growth and development.

With cooperation from the county environmentalists and certain other county officials in Georgetown, Marlboro and Hampton counties, the 1890 personnel were successful in conducting four community-wide rat control programs. Anticoagulant poison bait was obtained through the county environmentalists in the amount to effectively kill rats in 1,112 family homes in the thirteen communities. The baiting for kills was started in early December of 1975 and continued through mid-February of 1976. Test results revealed that their presence is not noticed.

Judging by the successful rat kills, interest shown by participating people, requests made by city and other local officials and many other people with rat problems, these community rat controls are serving their designed purposes by demonstrating how to organize for collective efforts; teaching proven techniques in rat control; and proper waste disposal.

This activity is gaining favor rapidly and giving promise of expansion as time permits.

The rat control program was started in 1973. We began with one community in four counties — Hampton, Chesterfield, Marlboro and Georgetown. However this activity has expanded up to six communities in 1976.

An adequate county-wide rat control program is set for a five-year goal (1973-1978).

Future plans include the continuation of basic teachings in the area of family living, community rural development, agriculture and youth

development with additional projects in areas such as financial management, adult education programs, rural sanitation and community projects.

Providing opportunities for limited resource families to learn and grow will help to ensure a better tomorrow for all.

The coordination of educational endeavors and action programs for the 1890 youth development program has included activities which had a substantial impact upon the total family. Since July 1, 1975, the youth program has reached more than 1,400 children ranging in ages from 9 to 18 years old.

Educational lessons presented to the 1890 youth were personal growth and development, parliamentary procedure, safety in the kitchen, nutrition, bike safety, highway safety, arts and crafts for creative use of leisure time, clothing construction, health, community and home beautification, alcohol and drug abuse; and home gardening.

Recreational activities provided for 1890 youth participation were horseshoes, basketball, softball, volleyball, nature hikes, outdoor cook-outs and word games.

Projects carried out by the 1890 youth were in bicycling, electricity, poultry, pig chains, cooking, woodcraft, pine tree seedling, sewing, home improvement and gardening.

In an effort to keep total family involvement active, all projects, lessons and activities include, to some degree, total family participation or assistance. All phases of the program encourage learning by doing and provide for recognition in an effort to help the youth gain confidence. Projects are chosen by the youth and the 1890 staff assists the youth as a means of developing abilities and talents for greater pride and self-respect.

The program assistants, youth leaders, family living leaders and county coordinators participate cooperatively to counsel and conduct all youth activities. Continued efforts will be the promoting and encouraging of our young people to stay in school, prepare for careers, become wholesomely involved in the home, church and community; and to acquire an appreciation for achievement in all areas of performance, sports, studies and work.

The fifth summer camping program was conducted at Camp Harry Daniels, Elloree, South Carolina; and a total of 359 youth between 9-16 years of age from limited resource families, who participated in the 1890 county programs, were in attendance. As a result of "Special Needs" funds being allocated to conduct this camp, these low-income youth were able to attend camp without cost.

We were fortunate to find a new source of support for the food service

program. The Food and Nutrition Service-USDA located at 1100 Spring Street, Atlanta, Georgia, provided most of the food we needed. A charge of fifty cents per day per camper provided the cost of other personal needs.

The concerted effort of the camp was to provide activities that would enhance behavioral goals among the youth both socially and psychologically.

Activities conducted at camp were as follows:

1. Instructional activities were in nature study, industrial arts, water safety, swimming, good grooming, nutrition, drug abuse, arts and crafts, highway safety, and housekeeping skills. Resource representatives from various agencies supported the instructional activities. Once during each session an educational talent program, supervised by the special activities leader, was presented by campers.
2. Recreational activities were in boating, arts and crafts, and Camp Daniels Olympics; which included swimming, badminton, softball, relays, sack racing and tug-of-war.

Realizing that recognition is an incentive to promote the ideals of youth, ribbons and miniature trophies were awarded for outstanding accomplishments.

Members of the 1976 camping staff included a state program director, camp director, two assistant camp directors, one instructor of arts and crafts and special activities leader, eight counselors, five cooks, three kitchen aides and one custodian.

The Coordinator of the 1890 Extension Program visited camp often; and on Saturday evenings he made educational lectures to the campers. The campers also had an opportunity to display their talents during this time.

APPENDIX I

HOUSING REGISTRATION 1976 - 1977

	<i>1st Semester</i>	<i>2nd Semester</i>
Residents of Orangeburg	412	369
Non-Residents of Orangeburg	505	381
Commuters Regular	<u>117</u>	<u>125</u>
	1,034	875
Queens Village (Family Units)	32	32

RESIDENCE HALLS

	<i>1st Semester</i>	<i>2nd Semester</i>
MALE		
Bethea	384	304
Lowman	124	124
Mays I	130	130
Mitchell	144	144
South Campus	<u>73</u>	<u>69</u>
Total	855	851
FEMALE		
Bradham	129	129
Earle	84	84
Manning	129	129
Mays II	130	130
Miller	73	73
Sojourner Truth	432	432
South Campus	73	70
Williams	<u>144</u>	<u>144</u>
Total	1,194	1,188
South Campus (Faculty/Staff Units)	36	36
Total Male and Female	<i>1st Semester</i>	<i>2nd Semester</i>
Residence Halls	2,049	2,039

APPENDIX II

FINANCIAL AID TO STUDENTS

1976-77			1975-76		
No.	Amt.	Avg. Per	No.	Amt.	Avg. Per
Receiving	Rec'd	Student	Receiving	Rec'd	Student
2,712	\$3,626,300	\$1,337	2,774	\$2,827,265	\$1,021

Estimated Percentage breakdown of categories of family income:

Income Category	Per Cent
\$ 0 to \$ 2,999	25
3,000 to 5,999	25
6,000 to 7,499	16
7,500 to 8,999	8
9,000 to 11,999	16
12,000 or more	10

The total amount of aid roughly breaks down as follows:

Loans	\$ 277,025
Jobs	447,814
Scholarships and Grants	2,401,774
Miscellaneous Off-Campus Aid	127,415

STUDENT AID PROGRAMS

Loans

	No. of Students	Amount
National Direct Student Loans	810	\$246,025
Federally Insured Loans	32	31,100

Part-time Jobs

College Work-Study Program	455	297,814
Cafeteria Jobs	160	150,000

Grants

Basic Educational Opportunity Grants	2,316	2,137,014
Supplemental Educational Opportunity Grants	1,237	438,800

Freshmen	443	175,350
Sophomores	340	128,200
Juniors	273	83,150
Seniors	181	51,850

**CAREER DEVELOPMENT CENTER
FOLLOW UP CLASS 1976**

<i>Department</i>	<i>Number Students</i>	<i>Number Employed</i>	<i>Military</i>	<i>Grad School</i>	<i>Unknown</i>
*Business Administration	91	54	2	8	26
*Communications	21	19		4	
*Mathematics and Computer Science	17	10	5	2	1
Modern Languages	2		1	1	
Natural Sciences	37	13	11	8	5
Social Sciences	33	11	4	11	6
Habilitative Sciences	21	9	1	9	2
*Elementary Education	58	47		4	8
**Health and Physical Education	24	14	3	3	4
*Library Science	18	12	1	3	3
Music and Fine Arts	10	3	2	4	1
*Behavioral Sciences	66	24	4	22	17
*Home Economics	26	18		3	8
*Industrial Education and **Engineering Technology	25	19	4	1	1
TOTALS	449	253	38	83	82

* 464

* fifteen of these graduates are working full time and attending graduate school

** Deceased — 2

*** Homemakers — 8

APPENDIX IV
OFFICE OF ADMISSIONS AND RECORDS
OUT-OF-STATE UNDERGRADUATE STUDENTS
FALL SEMESTER, 1976

	<i>Males</i>	<i>Females</i>	<i>Total</i>
Alabama		1	1
California		1	1
Colorado	1		1
Connecticut	7	2	9
Delaware	2		2
District of Columbia	12	2	14
Florida	30	12	42
Georgia	15	18	33
Illinois	1	2	3
Indiana	8		8
Maryland	4	4	8
Massachusetts		1	1
Michigan	7	2	9
Mississippi	1		1
New Jersey	3	6	9
New York	18	6	24
North Carolina	10	6	16
Ohio	2	1	3
Pennsylvania	6	4	10
Tennessee	1		1
Texas	1	1	2
Virginia	5	3	8
Sub-Total	135	72	207
International	5		5
TOTAL	140	72	212

OUT-OF-STATE STUDENTS
(UNDERGRADUATE AND GRADUATE)
FALL SEMESTER, 1976

	<i>Males</i>	<i>Females</i>	<i>Total</i>
Alabama		1	1
California		1	1
Colorado	1		1
Connecticut	7	2	9
Delaware	2		2
District of Columbia	12	2	14
Florida	34	13	47
Georgia	15	18	33
Illinois	1	2	3
Indiana	8		8
Louisiana		1	1
Maryland	4	4	8
Massachusetts		1	1
Michigan	7	2	9
Mississippi	1		1
New Jersey	3	6	9
New York	18	7	25
North Carolina	10	7	17
Ohio	2	2	4
Pennsylvania	6	4	10
Tennessee	1		1
Texas	1	1	2
Virginia	5	3	8
Sub-Total	139	77	216
International	5	3	8
TOTAL	144	80	224

UNDERGRADUATE ENROLLMENT BY COUNTIES
FALL, 1976

Abbeville	13
Aiken	66
Allendale	13
Anderson	27
Bamberg	58
Barnwell	26
Beaufort	44
Berkeley	105

Calhoun	42
Charleston	208
Cherokee	21
Chester	32
Chesterfield	19
Clarendon	55
Colleton	56
Darlington	41
Dillon	27
Dorchester	34
Edgefield	7
Fairfield	22
Florence	224
Georgetown	83
Greenville	98
Greenwood	29
Hampton	35
Horry	32
Jasper	7
Kershaw	51
Lancaster	25
Laurens	51
Lee	40
Lexington	31
McCormick	12
Marion	45
Marlboro	35
Newberry	21
Oconee	13
Orangeburg	625
Pickens	8
Richland	284
Saluda	6
Spartanburg	63
Sumter	136
Union	20
Williamsburg	85
York	46
TOTAL	3,021
Out-of-State	212
GRAND TOTAL	3,233

ENROLLMENT OF GRADUATE STUDENTS BY COUNTIES
FIRST SEMESTER 1976-1977

<i>County</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Abbeville	1	1	2
Aiken	13	14	27
Allendale	1	4	5
Anderson	0	1	1
Bamberg	7	22	29
Barnwell	1	8	9
Beaufort	0	0	0
Berkeley	5	16	21
Calhoun	6	10	16
Charleston	14	23	37
Cherokee	0	0	0
Chester	1	0	1
Chesterfield	3	0	3
Clarendon	0	2	2
Colleton	5	11	16
Darlington	3	6	9
Dillon	1	0	1
Dorchester	10	11	21
Edgefield	0	0	0
Fairfield	0	1	1
Florence	2	6	8
Georgetown	4	5	9
Greenville	1	0	1
Greenwood	2	0	2
Hampton	1	4	5
Horry	0	0	0
Jasper	7	13	20
Kershaw	3	1	4
Lancaster	0	0	0
Laurens	1	1	2
Lee	0	3	3
Lexington	0	2	2
McCormick	2	1	3
Marion	2	2	4
Marlboro	1	0	1
Newberry	0	0	0
Oconee	0	0	0
Orangeburg	79	177	256

Pickens	0	0	0
Richland	13	11	24
Saluda	0	0	0
Spartanburg	3	3	6
Sumter	4	6	10
Union	2	1	3
Williamsburg	6	7	13
York	0	1	1
Out-of-State	6	6	12
TOTALS	210	380	590

**ENROLLMENT OF GRADUATE STUDENTS BY COUNTIES
SECOND SEMESTER 1976-1977**

<i>County</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Abbeville	1	1	2
Aiken	6	13	19
Allendale	1	3	4
Anderson	0	0	0
Bamberg	4	18	22
Barnwell	4	9	13
Beaufort	2	1	3
Berkeley	6	12	18
Calhoun	9	7	16
Charleston	7	21	28
Cherokee	1	0	1
Chester	1	0	1
Chesterfield	5	1	6
Clarendon	2	3	5
Colleton	6	13	19
Darlington	3	6	9
Dillon	2	0	2
Dorchester	7	11	18
Edgefield	0	0	0
Fairfield	0	1	1
Florence	1	6	7
Georgetown	7	5	12
Greenville	1	0	1
Greenwood	3	0	3
Hampton	4	2	6
Horry	0	1	1

<i>County</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Jasper	4	14	18
Kershaw	2	3	5
Lancaster	1	0	1
Laurens	1	0	1
Lee	0	2	2
Lexington	3	2	5
McCormick	2	0	2
Marion	0	1	1
Marlboro	1	1	2
Newberry	1	0	1
Oconee	0	0	0
Orangeburg	60	193	253
Pickens	0	0	0
Richland	17	11	28
Saluda	0	0	0
Spartanburg	0	3	3
Sumter	6	6	12
Union	2	0	2
Williamsburg	7	17	24
York	0	1	1
Out-of-State	3	1	4
TOTALS	193	389	582

ENROLLMENT OF GRADUATE STUDENTS BY FIELDS

First Semester 1976-1977

<i>Field</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Biology	6	11	17
Business Administration	2	19	21
Chemistry	0	0	0
Elementary Education	5	57	62
English	1	14	15
Guidance	72	59	131
Home Economics	0	8	8
Industrial Education	7	1	8
Mathematics	8	14	22
Science	2	0	2
Social Science	7	11	18
Special Education	13	57	70

Speech Pathology	2	32	34
Vocational Rehabilitation	36	24	60
Special	35	53	88
EPDA Institute	6	0	6
ETV Course	2	8	10
Adult Education (Ridgeland)	6	12	18
TOTALS	210	380	590
Blacks	171	320	491
Whites	39	58	97
Other	0	2	2
Full-time	81	92	173

ENROLLMENT OF GRADUATE STUDENTS BY FIELDS

Second Semester 1976-1977

<i>Field</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Biology	5	7	12
Business Education	1	17	18
Chemistry	0	0	0
Elementary Education	10	56	66
English	4	14	18
Guidance	63	40	103
Home Economics	0	9	9
Industrial Education	8	0	8
Mathematics	4	11	15
Science	2	2	4
Social Science	8	10	18
Special Education	12	59	71
Speech Pathology	3	36	39
Vocational Rehabilitation	31	24	55
Special	37	70	107
ETV	1	20	21
Off-Campus	4	14	18
TOTALS	193	389	582
Blacks	150	328	478
Whites	43	60	103
Other	0	1	1
Full-time	78	78	156

ENROLLMENT BY CLASSES FIRST SEMESTER 1976-77

<i>Class</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
Seniors	293	357	650
Juniors	222	291	513
Sophomores	305	382	687
Freshmen (New)	333	444	777
Advanced Freshmen	149	155	304
Transfers	9	11	20
Transients	0	2	2
Specials	60	146	206
Evening School	30	44	74
Sub-Total	1401	1832	3233
Graduate School	210	380	590
Sub-Total	1611	2212	3823
Felton Laboratory	171	170	341
GRAND TOTAL	1782	2382	4164

ENROLLMENT BY CLASSES
Second Semester 1976-1977

	<i>Males</i>	<i>Females</i>	<i>Totals</i>
Seniors	295	385	680
Juniors	253	302	555
Sophomores	311	405	716
Freshmen	397	509	906
Transfers	14	13	27
Transients	1	2	3
Specials	76	101	177
Evening School	17	51	68
Sub-Total	1364	1768	3132
Graduate School	211	363	574
Sub-Total	1575	2131	3706
Felton Laboratory School	195	185	380
GRANT TOTAL	1770	2316	4086

COMPARISON OF ENROLLMENT FOR FIRST SEMESTERS

Class	1976	1975	% Increase +
			% Decrease -
Seniors	650	539	+ 20.59
Juniors	513	498	+ 3.01
Sophomores	687	568	+ 20.95
Freshmen	777	744	+ 4.44
Advanced Freshmen	304	241	+ 26.14
Specials & Transfers	302	242	+ 24.79
Sub-Total	3233	2909	+ 11.14
Graduate School	590	617	- 4.58
Sub-Total	3823	3526	+ 8.42
Felton Laboratory	341	458	- 25.55
Total	4164	3984	+ 4.52

FIRST SEMESTER ENROLLMENT FOR PAST FIVE YEARS

	1976	1975	1974	1973	1972
Senior Class	650	539	416	431	415
Junior Class	513	498	467	375	380
Sophomore Class	687	568	503	543	438
Freshman Class	1,081	985	852	736	621
Unclassified & Special	302	319	311	322	283
Sub-Total	3,233	2,909	2,549	2,407	2,137
Graduate School	590	617	491	502	503
Sub-Total	3,823	3,526	3,040	2,909	2,640
Felton Laboratory	341	458	451	402	410
GRAND TOTAL	<u>4,164</u>	<u>3,984</u>	<u>3,491</u>	<u>3,311</u>	<u>3,050</u>

TOTAL FALL REGISTRATION 1974-1976

	1976	1975	1974
Total Undergraduates . . .	3,233	2,909	2,549
Out-of-State	212 (6.56%)	214 (7.40%)	135 (5.30%)
In-State	3,021 (93.44%)	2,695 (92.60%)	2,414 (94.70%)
Total Graduates	<u>590</u>	<u>617</u>	<u>491</u>
Total Undergraduates and Graduates	3,823	3,526	3,040
Total Out-of-State	224 (5.86%)	220 (6.20%)	143 (4.70%)
Total In-State	3,599 (94.14%)	3,306 (93.80%)	2,897 (95.30%)

1976	1975	1974	1973	1972
415	415	416	431	415
380	380	408	375	380
438	438	408	343	438
621	621	602	736	621
302	302	319	322	322
2,137	2,137	2,009	2,407	2,137
303	303	317	302	303
2,840	2,840	2,326	2,009	2,840
410	410	428	402	410
3,080	3,080	2,754	2,411	3,080